

Wiggly Willy

- Would rather “play” and have fun rather than work
- Tends to do things impulsively
- Might have done poorly in school because of lack of interest or boredom
- Looks for creative and efficient solutions to tasks
- Has trouble organizing and following through
- Dislikes paperwork and record keeping
- Prefers activity over reading books
- Prefers to teach with activities, stories, crafts, and games rather than out of textbooks

Competent Carl

- Likes to be in control
- Thinks and acts logically most of the time; can be a good organizer
- Analytical
- Can be impatient with those who are slow to understand him/her or those who are disorganized
- Is often uncomfortable in social situation and has trouble understanding others’ feelings and emotions
- Likes to work alone and be independent
- Likes long-term plans
- Often prefers to teach apologetics and analytical approaches to understanding our faith

Perfect Paula

- Likes plans and schedules
- Is uncomfortable with open-ended, creative tasks; prefers predictability
- Gets upset more easily than others when children don’t cooperate
- Worries about meeting requirements
- Prefers clear direction from leaders for teaching assignments
- Prefers to teach with pre-planned curriculum than “make it up yourself” lessons
- Is more comfortable teaching “cut and dry” information than topics that require discussion with no clear answers

Sociable Sue

- Enjoys social interaction; is very relationship oriented
- Likes to belong to groups
- Worries about what other people think; tends to be insecure about how well they might be teaching
- Is idealistic about expectations and goals—wants to accomplish important things
- Works better when accountable to someone else
- Is more interested in general concepts than details
- Prefers to teach with stories and other methods that tie directly to human experience